

System Outcome EL	All children have access to high quality, culturally responsive early care and education that promotes their optimal development.
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FTF Role EL -1	Early Care and Education System Development and Implementation – Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the education system.
Goals	<ul style="list-style-type: none"> • Goal a: Create a coordinated spectrum of programs and services with defined roles and responsibilities across agencies, organizations and individuals. • Goal b: Design the ECE system to ensure access for all children to high quality, inclusive culturally responsive early care and education. • Goal c: Identify and align early care and education funding, programs and services to eliminate gaps and prevent unnecessary duplication. • Goal d: Build a system that promotes accountability and quality improvement, monitors programs and is coordinated among ECE agencies and organizations. • Goal e: Build an integrated data system that provides data that can be used as part of an evaluation and monitoring system for early care and education.

All Indicators	
How Much:	<ul style="list-style-type: none"> • # participating in Qualify First
	<ul style="list-style-type: none"> • # of agencies, programs and organizations that incorporate Quality First rating into early childhood programs and services
	<ul style="list-style-type: none"> • # of statewide agencies funding early care and education quality, access and affordability activities that incorporate Quality First rating into the monitoring process.
	<ul style="list-style-type: none"> • # on Quality First wait list
How Well:	<ul style="list-style-type: none"> • % of early care and education settings with a Quality First rating of 3-5 stars
	<ul style="list-style-type: none"> • # of slots in early childhood programs, e.g. Head Start and Early Head Start, Title I, etc., compared with the # served
	<ul style="list-style-type: none"> • # of children on wait lists early childhood education programs, e.g. Head Start and Early Head Start, Title 1 preschools, private programs, etc.
Better Offs:	<ul style="list-style-type: none"> • #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
	<ul style="list-style-type: none"> • #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
	<ul style="list-style-type: none"> • #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
	<ul style="list-style-type: none"> • #/% of children with newly identified developmental delays during kindergarten year.
	<ul style="list-style-type: none"> • # of children entering kindergarten exiting preschool special education to regular education
	<ul style="list-style-type: none"> • # of families satisfied with the level of cultural responsivity of their early childhood education provider
	<ul style="list-style-type: none"> • # of families indicating the Quality First star rating system was an important factor in their choice of an early childhood education program
System Development:	<ul style="list-style-type: none"> • Existence of a comprehensive plan, endorsed by the Governor and state agency directors, for an early childhood education system in Arizona that minimizes duplication of services among agencies, organizations and individuals
	<ul style="list-style-type: none"> • #/% state agencies and private organizations that provide ECE services to children birth to five and their families which have defined goals and objectives that align with the comprehensive state early care and education plan
	<ul style="list-style-type: none"> • % under-enrollment across early childhood education programs with similar missions and offering similar services
	<ul style="list-style-type: none"> • #/% of public and private agencies with similar missions that have interagency agreements to promote alignment of services and programs
	<ul style="list-style-type: none"> • % respondents to a statewide survey indicating high level of satisfaction with efforts to reduce gaps and duplication of early care and education funding, services and programs
	<ul style="list-style-type: none"> • # of interagency agreements that allow for the exchange and sharing of data across state, Tribal and other governmental agencies funding or providing early care and education services
	<ul style="list-style-type: none"> • #/% of state/Tribal/other government agencies that participate in an integrated data system for early childhood care
	<ul style="list-style-type: none"> • % of state budget allotted to early childhood education

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FTF Role EL -2	Quality Early Care and Education Standards, Curriculum and Assessment – Convene partners, provide leadership, and provide funding for the development and implementation of quality standards for early childhood care and education programs and related curricula and assessments.
Goals	<ul style="list-style-type: none"> Goal a: Develop quality early learning standards and developmental guidelines and support early childhood providers to align curricula and assessments with the standards.

All Indicators
How Much: <ul style="list-style-type: none"> #/% of early care and education professionals that have attended the approved training on the introduction to the Arizona Early Learning Standards (AZELS) and the Infant-Toddler Developmental Guidelines (ITDG), when completed
How Well: <ul style="list-style-type: none"> #/% of early care and education programs that implement research-based curricula and child assessment aligned with the AZELS and AZ-ITDG
Better Offs: <ul style="list-style-type: none"> #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
System Development: <ul style="list-style-type: none"> Existence and implementation of new infant-toddler developmental guidelines for Arizona
<ul style="list-style-type: none"> Creation of provider self-assessment tools and support system for teacher/caregivers to implement the developmental guidelines

FTF Role EL-3	Quality, Access, and Affordability of Regulated Early Care and Education Settings – Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive and affordable early care and education programs.
Goals	<ul style="list-style-type: none"> Goal a: Make available quality, affordable and culturally responsive early childhood education programs to all children and families across Arizona.

All Indicators
How Much: <ul style="list-style-type: none"> # rural communities with new early learning programs/services available to families
<ul style="list-style-type: none"> # slots available in regulated child care (in different communities)
<ul style="list-style-type: none"> #/% of eligible families with children ages five and younger receiving child care subsidies enrolled in programs rated at 3 stars or higher in Quality First
<ul style="list-style-type: none"> #/% of early childhood educators who are ethnically and culturally reflective of the state’s population of children birth to five
How Well: <ul style="list-style-type: none"> #/% of positive ratings on measures of cultural responsiveness of environment
<ul style="list-style-type: none"> #/% of families reporting quality as a factor when selecting an early care and educational program
<ul style="list-style-type: none"> Amount of funding (\$) available for child care subsidies and start-ups in underserved areas
<ul style="list-style-type: none"> # children on DES wait list
Better Offs: <ul style="list-style-type: none"> #/% of children ages 5 and younger enrolled in early care and education programs rated at 3 stars or higher in Quality First
<ul style="list-style-type: none"> #/% of families that spend no more than 10% of the regional median family income on quality care and education (those receiving a star rating of 3-5)
System Development:

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FTF Role EL-4	Quality of Family, Friend, and Neighbor Early Care and Education Settings – Convene partners, provide leadership, and provide funding to improve the quality of culturally responsive early care and education provided by family, friends, and neighbors.
Goals	<ul style="list-style-type: none"> Goal a: Ensure that children in Arizona have access to high quality, safe, nurturing care when using family, friend, or neighbor care (FFN) settings that are not regulated by the state.

All Indicators
How Much: <ul style="list-style-type: none"> # of FFN providers receiving equipment, materials, training, mentoring and/or financial supports to improve the safety and quality care
<ul style="list-style-type: none"> # of children 5 years and younger in FFN programs becoming certified by DES-CCA or certified or licensed by DHS/Tribes
<ul style="list-style-type: none"> # of FFN providers participating in quality improvement program that become alternative approval homes in CACFP
How Well: <ul style="list-style-type: none"> # of Family Friend and Neighbor providers receiving equipment, materials, training/mentoring or financial support , who indicate positive outcome of these supports and resources
<ul style="list-style-type: none"> # FFN providers reporting increase in confidence and competence in caring for children as measured using the CCATR (Child Care Assessment for Relatives) tool
Better Offs: <ul style="list-style-type: none"> #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
System Development: <ul style="list-style-type: none"> # FFN providers becoming certified or licensed or alternate approval participants
<ul style="list-style-type: none"> Existence of a regulatory system for all family child care
<ul style="list-style-type: none"> Availability of FTF funded services to FFN care providers (QFI, TEACH, etc)
<ul style="list-style-type: none"> Count of unregulated care by geography, income, etc.

System Outcome HLTH	All children have access to high quality, preventive and continuous health care, including physical, mental, oral and nutritional health.
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FTF Role HLTH-1	Supply of Health Care Services- Collaborate with partners to assess and expand the supply of high quality, affordable comprehensive health services.
Goals	<ul style="list-style-type: none"> Sustain and expand the existing number and range of healthcare professionals who are serving young children and their families in remote and underserved areas of Arizona Sustain and expand the number of healthcare professionals accepting public health insurance

All Indicators
How Much:
<ul style="list-style-type: none"> # of primary care providers medical, dental, mental health and therapy providers (Speech Language Pathologists/Occupational Therapists/Physical Therapists)
<ul style="list-style-type: none"> # of pediatric dental providers by Health Professional Shortage Area
<ul style="list-style-type: none"> # of primary care providers (medical, dental, mental health and therapy providers (Speech Language Pathologists/Occupational Therapists/Physical Therapists) who are qualified to work with children 0-5
<ul style="list-style-type: none"> #/% of primary health care providers accepting public health insurance
How Well:
<ul style="list-style-type: none"> % of pediatricians by Health Professional Shortage Area
<ul style="list-style-type: none"> % of pediatric dental providers by Health Professional Shortage Area
<ul style="list-style-type: none"> % of primary health care providers accepting public health insurance
<ul style="list-style-type: none"> #/% of parents reporting problems getting necessary treatment for their young child (age 0-5)
Better Offs:
<ul style="list-style-type: none"> % of children 0-5 who live in communities with a shortage of primary care medical, dental, mental health and therapy (SLP, OT, PT) providers who are qualified to work with children 0-5
System Development:

FTF Role HLTH-2	Access to Quality Health Care Coverage and Services- Collaborate with partners to increase access to high quality health care services (including oral health and mental health) and affordable health care coverage for young children and their families.
Goals	<ul style="list-style-type: none"> Goal a: Increase the number of children who have comprehensive health insurance Goal b: Increase access to and utilization of preventative health care services for children and families Goal c: Increase the number of women who receive early and adequate prenatal care

All Indicators
How Much:
<ul style="list-style-type: none"> # of children without health insurance
<ul style="list-style-type: none"> # of children 0-5 covered by insurance type (Medicaid, Kids Care, Indian Health Service, Private, Employer Based)
<ul style="list-style-type: none"> #/% of children with oral health screening by age 1 year
<ul style="list-style-type: none"> #/% of children at or over age 3, who receive at least one preventative dental service within the past year
<ul style="list-style-type: none"> # of young children (19-35 months) who complete the basic series of age appropriate immunizations
<ul style="list-style-type: none"> #/% of births to mothers who received late or no prenatal care
<ul style="list-style-type: none"> #/% of mothers with adequate prenatal care as defined by prenatal care index
How Well:
<ul style="list-style-type: none"> % of children without health insurance
<ul style="list-style-type: none"> % of children covered by insurance type (Medicaid, Kids Care, Indian Health Service, Private, Employer Based)
<ul style="list-style-type: none"> #/% of children with special health care needs whose families have adequate public or private insurance to pay for services
<ul style="list-style-type: none"> #/% of children with oral health screening by age 1 year
<ul style="list-style-type: none"> #/% of children who screen positive and referred to definitive care
Better Offs:
<ul style="list-style-type: none"> #/% of children receiving timely well child visits
<ul style="list-style-type: none"> #/% of children age 5 with untreated tooth decay
<ul style="list-style-type: none"> #/% of children with newly identified developmental delays during kindergarten
System Development:
<ul style="list-style-type: none"> % of communities with adequately fluoridated water

System Outcome HLTH	All children have access to high quality, preventive and continuous health care, including physical, mental, oral and nutritional health.
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FTF Role HLTH-3	Nutrition and Physical Activity-Collaborate with partners to support improved nutrition and increased age/developmentally appropriate physical activity levels among young children
Goals	<ul style="list-style-type: none"> Goal a: Increase the number of children, families and caregivers that practice developmentally appropriate physical activity and incorporate good nutrition Goal b: Create, sustain and expand community based partnerships that increase access to healthy food and physical activity Goal c: Encourage community leadership, public awareness and community design that supports better nutrition, increased physical activity and health conscious neighborhoods and public spaces

All Indicators
How Much: <ul style="list-style-type: none"> #/% of children with recommended dietary guidelines of fruits and vegetables
<ul style="list-style-type: none"> #/% of children who are physically active at least 5 days/week
<ul style="list-style-type: none"> #/% of mothers who are breastfeeding their infants at 6 months of age
How Well: <ul style="list-style-type: none"> # of child care centers participating in Empower (additional Dept. of Health nutrition and health guidelines)
<ul style="list-style-type: none"> # of early care and education providers participating in Health Consultation
<ul style="list-style-type: none"> #/% of early care and education providers participating in the Child Care Food Program
<ul style="list-style-type: none"> % of child care centers participating in Empower (additional Dept. of Health nutrition and health guidelines)
<ul style="list-style-type: none"> % of early care and education providers participating in Health Consultation
<ul style="list-style-type: none"> #/% of potentially eligible children participating in WIC
Better Offs: <ul style="list-style-type: none"> #/% of children ages 2-5 at a healthy weight (Body Mass Index - BMI)
System Development: <ul style="list-style-type: none"> #/% of school districts with joint land use agreements
<ul style="list-style-type: none"> #/% of general plans that include healthy design principles
<ul style="list-style-type: none"> # of playgrounds/parks per 1,000 people
<ul style="list-style-type: none"> # of community gardens
<ul style="list-style-type: none"> #/% of public and private employers with breastfeeding friendly policies
<ul style="list-style-type: none"> The 10 Empower guidelines are incorporated into Quality First rating scale

FTF Role HLTH-4	Medical and Dental Homes- Collaborate with partners to increase access to medical and dental homes for young children and their families
Goals	<ul style="list-style-type: none"> Goal a: Increase the availability and use of medical and dental homes by all young children and their families

All Indicators
How Much: <ul style="list-style-type: none"> # of dental homes
<ul style="list-style-type: none"> # of medical homes
<ul style="list-style-type: none"> #/% of children with medical homes
<ul style="list-style-type: none"> #/% of children with dental homes
How Well: <ul style="list-style-type: none"> # of certified child/family centered medical homes
Better Offs: <ul style="list-style-type: none"> # of children who receive ongoing, routine comprehensive care within a family centered medical home
<ul style="list-style-type: none"> # of children who receive ongoing, routine comprehensive care within a dental home
System Development: <ul style="list-style-type: none"> Arizona certification process established for children/family centered medical home.

System Outcome HLTH	All children have access to high quality, preventive and continuous health care, including physical, mental, oral and nutritional health.
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FTF Role HLTH-5	Early Screening and Intervention- Collaborate with partners to increase awareness of and access to a continuum of information, support and services for families and their children who have or at risk of having developmental, physical and/or mental health issues
Goals	<ul style="list-style-type: none"> • Goal a: Create, sustain and expand the development of coordinated statewide and community based systems to identify and serve children with physical, mental and/or developmental health needs • Goal b: Ensure that all children receive periodic developmental and health screening and if necessary, are referred for additional evaluation

All Indicators	
How Much:	
<ul style="list-style-type: none"> • # of primary care medical, dental, mental health and therapy providers (Speech Language Pathologists/Occupational Therapists/Physical Therapists) providing services to children 0-5 	
<ul style="list-style-type: none"> • # of children, ages 3-5 receiving part B special education 	
<ul style="list-style-type: none"> • # of children receiving part C AzEIP services 	
<ul style="list-style-type: none"> • #/% of children 0-3 referred to AzEIP for comprehensive evaluations 	
<ul style="list-style-type: none"> • #/% of children 0-5 who live in communities with a shortage of primary care medical, dental, mental health and therapy providers (SLP, OT, PT) providers who are qualified to work with children 0-5 	
<ul style="list-style-type: none"> • #/% of children found eligible for AzEIP/DDD 	
<ul style="list-style-type: none"> • #/% of children with special health care needs ages 0-5 whose families report the community based services system is organized so they can use services easily 	
<ul style="list-style-type: none"> • # of children receiving standardized mental health screening 	
<ul style="list-style-type: none"> • # of primary care physicians routinely using standardized developmental and health screening tools 	
<ul style="list-style-type: none"> • # of children receiving oral health screening 	
<ul style="list-style-type: none"> • #/% of children receiving a newborn hearing screening 	
<ul style="list-style-type: none"> • #/% of children, ages 0-5 identified with or at risk for special needs/disabilities 	
How Well:	
<ul style="list-style-type: none"> • % of primary care medical, dental, mental health and therapy providers (Speech Language Pathologists/Occupational Therapists/Physical Therapists) providing services to children 0-5 	
<ul style="list-style-type: none"> • % of children with disabilities served in Arizona vs. National Standard 	
<ul style="list-style-type: none"> • #/% of children entering kindergarten who have had a vision and hearing screening 	
Better Offs:	
<ul style="list-style-type: none"> • #/% of children identified with developmental delays by age 2 	
<ul style="list-style-type: none"> • #/% of children with newly identified developmental delays during kindergarten year. 	
System Development:	

System Outcome FS&L	All families have the information, services and support they need to help their children achieve to their fullest potential.
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| FTF Role
FS&L-1 | Information and Education for Families - Convene partners, provide leadership, and provide funding for the development and coordinated dissemination of high quality, diverse, and relevant information and education on the importance of the early years, child development, health, early education, and related resources for families, providers, partners, and the public. |
| Goals | <ul style="list-style-type: none">• Goal a: To increase families’ belief that accessing information, resources supports or services is a regular part of raising young children.• Goal b: To increase access to timely, culturally responsive and accurate information regarding early childhood development, early care & education and developmentally appropriate parenting. |

All Indicators
How Much: <ul style="list-style-type: none">• # of families seeking information about service and supports in their community
How Well: <ul style="list-style-type: none">• % of families who report they are comfortable accessing information, resources and supports
Better Offs: <ul style="list-style-type: none">• % of families that report receiving helpful information about early childhood development
System Development: <ul style="list-style-type: none">• % of families who report that they receive information about services and supports in their community

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| FTF Role
FS&L-2 | Supports and Services for Families - Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families. |
| Goals | <ul style="list-style-type: none">• Goal a: To increase the availability of high quality family support and literacy services for families with young children.• Goal b: To increase family access and participation in high quality family support and literacy services.• Goal c: To increase the ability of families to promote positive child development, health & literacy outcomes for their children.• Goal d: To continuously improve the quality of family support and literacy services.• Goal e: To expand the use of evidence based practice in the early childhood family support and literacy service system.• Goal f: To increase coordination of planning, developing, funding and delivering family support and literacy services to best meet the needs and preferences of families and to leverage available resources.• Goal g: To increase the number of family members who are actively participating in the development of the system of family support and literacy services |

All Indicators
How Much: <ul style="list-style-type: none">• # of children/families referred to family support and / or literacy programs
<ul style="list-style-type: none">• # of parent initiated referrals for developmental screenings and services
<ul style="list-style-type: none">• # of family support and literacy programs that provide training and compensation to support family members to actively participate in systems planning efforts
How Well: <ul style="list-style-type: none">• % of children birth to five screened for developmental or sensory delays
<ul style="list-style-type: none">• % of families referred who are participating in family support and/ or literacy programs
<ul style="list-style-type: none">• % of families who report their family support needs are met
<ul style="list-style-type: none">• % of families who report their early language and literacy needs are met
<ul style="list-style-type: none">• % of families that report they understand basic health information and services needed to make appropriate health decisions
<ul style="list-style-type: none">• % of programs who demonstrate fidelity to the evidence based model they are providing e.g. receipt or maintenance of national program model accreditation or certification
<ul style="list-style-type: none">• % of families who report a literacy rich home environment (composite measure)
<ul style="list-style-type: none">• % of families with children birth through age five who report reading to their children daily
<ul style="list-style-type: none">• % of families with children birth through age five who report story telling or singing to their children daily
Better Offs: <ul style="list-style-type: none">• % of children with newly identified developmental delays during the kindergarten year
<ul style="list-style-type: none">• % of families who report they are competent and confident about their ability to support their child’s safety, health and well being
<ul style="list-style-type: none">• % of children who are demonstrating school readiness at kindergarten entry in the developmental domains of social emotional, language and literacy, cognitive and physical and motor development
System Development:

System Outcome FS&L	All families have the information, services and support they need to help their children achieve to their fullest potential.
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| <ul style="list-style-type: none">• % of parent education, family support and literacy programs that are evidence based |
| <ul style="list-style-type: none">• Capacity to serve = # of families served vs. # of vacancies in family support and literacy programs serving families of children birth through age five e.g. 100 families served vs. 0 vacancies |
| <ul style="list-style-type: none">• %/# of system partners who report a positive change in the development, coordination, and delivery of family services |
| <ul style="list-style-type: none">• %/# of system partners leveraging resources |
| <ul style="list-style-type: none">• % of families actively participating in systems planning efforts (councils, task forces, focus groups, etc.) (% of total number people participating in systems planning efforts) |

System Outcome PD	All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience.
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FTF Role PD-1	Professional Development System – Convene partners, provide leadership, and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, and articulation.
Goals	<ul style="list-style-type: none"> Goal a: Build a comprehensive and well-articulated professional development system throughout Arizona that begins with the acquisition of a GED/high school diploma. Goal b: Provide access to ongoing education and training for all early childhood and education professionals across Arizona to meet professional development requirements and goals.

All Indicators	
How Much:	<ul style="list-style-type: none"> #/% of early care and education professionals at identified levels on an agreed upon professional development continuum from GED/High school diploma to graduate degrees.
	<ul style="list-style-type: none"> # of early care and education professionals enrolled in T.E.A.C.H., PCPP or other professional development scholarship programs
	<ul style="list-style-type: none"> # of relevant administrative training and mentoring opportunities for early care and education administrators
	<ul style="list-style-type: none"> # of community-based professional development opportunities available by region
	<ul style="list-style-type: none"> #/% professionals attending community-based PD by region
How Well:	<ul style="list-style-type: none"> #/% of early care and education teachers/caregivers who have a college degree in early childhood education or a related field and/or a CDA credential
	<ul style="list-style-type: none"> # of early care and education home providers attaining a GED/high school diploma from an accredited institution
	<ul style="list-style-type: none"> #/% of directors/administrators who have at least a director’s credential, an AA degree or equivalent in early childhood education or related field
	<ul style="list-style-type: none"> # of non-degreed, non-credentialed teachers/ caregivers enrolled in ECE coursework compared to # ECE teachers/caregivers in state
	<ul style="list-style-type: none"> # of higher education early childhood degree programs nationally accredited community-based PD by region
Better Offs:	<ul style="list-style-type: none"> #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
	<ul style="list-style-type: none"> #/% of early care and education programs scoring at least a 2 on the Classroom Instruction domain on the CLASS
System Development:	<ul style="list-style-type: none"> Evidence of a comprehensive professional development plan with measurable milestones and a time frame for Arizona
	<ul style="list-style-type: none"> Evidence of core competencies which people working with children 0-5 need in order to provide quality service
	<ul style="list-style-type: none"> #/% of statewide programs funding ECE professional development activities that collect similar qualitative and quantitative data regarding ECE professionals moving through the educational continuum
	<ul style="list-style-type: none"> Existence of a single statewide articulation agreement that includes early childhood core competencies (same course title, course number and course description) applicable to all colleges and universities
	<ul style="list-style-type: none"> #/% of IHEs that have standard degree requirements which allow credits to transfer from one institution to another
	<ul style="list-style-type: none"> A method for tracking data about early care and education professionals in Arizona
	<ul style="list-style-type: none"> Inservice/continuing education for practicing professionals that is sequential, evidence-based and taught by qualified professionals – a system for inservice training/continuing education

System Outcome PD	All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience.
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FTF Role PD-2	Recruitment and Retention of Professional in the Early Childhood System – Convene partners, provide funding for the recruitment, adequate compensation, and retention of high quality, culturally diverse early childhood providers.
Goals	<ul style="list-style-type: none"> Goal a: Recruit and retain high quality professionals into the early childhood development and health system who reflect the diversity of the community in which they practice and are culturally competent/sensitive. Goal b: Compensate early childhood education professionals across Arizona at a rate commensurate with their education and experience.

All Indicators
How Much: <ul style="list-style-type: none"> #/% of high school tech prep child development students entering post-secondary early care and education programs
<ul style="list-style-type: none"> #/% of staff who annually participate in professional development related to cultural responsivity in early childhood education
<ul style="list-style-type: none"> #/% of early care and education programs that provide staff with an increase in average hourly wage based upon attainment of a higher level of education and experience
<ul style="list-style-type: none"> % of early care and education professionals who receive cost of living wage increases comparable to the average Arizona wage increase
How Well: <ul style="list-style-type: none"> #/% early care and education staff who are proportionally reflective of the demographics of the community in which they work
<ul style="list-style-type: none"> #/% of early care and education programs with at least 50% of staff with 3 or more years of experience
<ul style="list-style-type: none"> #/% of early care and education professionals in their current position for 3 years or more
<ul style="list-style-type: none"> #/% of students graduating with a degree in early childhood education who remain in the state and field after graduation
Better Offs: <ul style="list-style-type: none"> #/% of early care and education professionals with educational background and experience comparable to a kindergarten teacher who receive an average hourly wage comparable to a kindergarten teacher in Arizona
System Development:

FTF Role PD-3	Specialized Training for Health Services Providers- Collaborate with partners to provide funding and implement strategies for increasing the number of health services providers who have had specialized training in working with young children and their families
Goals	<ul style="list-style-type: none"> Goal a: Increase the number of health service professionals, including early intervention professionals who have had specialized training in working with young children and their families across Arizona

All Indicators
How Much: <ul style="list-style-type: none"> #/% health services professionals (i.e. general dentists, primary care providers pediatricians, family practice, family nurse practitioners) therapists and mental health professionals.
How Well: <ul style="list-style-type: none"> #/% of therapists who are trained to work with children 0-5
<ul style="list-style-type: none"> #/% of physicians who are trained to work with children 0-5
<ul style="list-style-type: none"> #/% of health and mental health consultants working with early child care settings
<ul style="list-style-type: none"> #/% of mental health professionals who have specialized training to work with the 0-5 population
<ul style="list-style-type: none"> #/% of general dentists trained to work with the 0-5 population
Better Offs: <ul style="list-style-type: none"> #/% of children 0-5 who live in communities with a shortage of primary care medical, dental, mental health and therapy (SLP, OT, PT) providers who are qualified to work with children 0-5
System Development: <ul style="list-style-type: none"> #/% of mentorship programs available to health services professionals

System Outcome PD	All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience.
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FTF Role PD-4	Specialized Training for Family Support Providers - Collaborate with partners to provide funding and implement strategies for increasing the number of family support providers who have knowledge and skills required to work with young children and their families.
Goals	Goal a: To establish a professional development system for family support and literacy providers.

All Indicators	
How Much:	<ul style="list-style-type: none"> # of professional development opportunities offered specific to family support and literacy services
	<ul style="list-style-type: none"> # of family support and literacy providers participating in ongoing professional development and assistance including development of core competencies in early childhood development.
How Well:	
Better Offs:	<ul style="list-style-type: none"> % of family support and literacy providers that demonstrated core competencies in early childhood such as the infant toddler mental health endorsement
System Development:	<ul style="list-style-type: none"> # of partner agencies collaborating in the coordination of a family support and literacy professional development system
	<ul style="list-style-type: none"> #/% of shared resources to support a family support and literacy professional development system
	<ul style="list-style-type: none"> # of cross-agency family support and literacy providers participating in related professional development opportunities

System Outcome EC SYS	The early childhood system is high quality, child and family centered, coordinated, integrated, and comprehensive.
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FTF Role EC SYS-1	Early Childhood System Leadership - Convene partners, provide leadership, and provide funding for the conceptualization and implementation of a high quality, child and family centered, coordinated, integrated, and comprehensive early childhood system that includes clearly defined roles and responsibilities.
Goals	<ul style="list-style-type: none"> • Goal a: Arizona’s comprehensive early childhood system (that goes beyond early care and education) is clearly described and roles and responsibilities of those involved in its implementation are defined. • Goal b: Agencies and organizations involved in the early childhood system have a common understanding of the system and share ownership in it implementation. • Goal c: Funding for all aspects of the early childhood system is identified and aligned. • Goal d: More programs serving young children and their families are using evidence-based practices. • Goal e: There are standards of practice for all child development, health, and education programs and more programs are operating in alignment with these standards. • Goal f: Child development, health, and education providers are more effectively connecting families to the supports and services they need. • Goal g: More families are involved in the development of policies and cross-system coordination activities.

All Indicators	
System Development:	<ul style="list-style-type: none"> • Existence of a comprehensive plan, endorsed by the Governor and state agency directors, for an early childhood education system in Arizona that minimizes duplication of services among agencies, organizations and individuals EL-1
	<ul style="list-style-type: none"> • #/% state agencies and private organizations that provide ECE services to children birth to five and their families which have defined goals and objectives that align with the comprehensive state early childhood framework EL-1
	<ul style="list-style-type: none"> • % under-enrollment across early childhood education programs with similar missions and offering similar services EL-1
	<ul style="list-style-type: none"> • #/% of public and private agencies with similar missions that have interagency agreements to promote alignment of services and programs EL-1
	<ul style="list-style-type: none"> • % respondents to a statewide survey indicating high level of satisfaction with efforts to reduce gaps and duplication of early care and education funding, services and programs EL-1
	<ul style="list-style-type: none"> • Existence of a regulatory system for all family child care EL--4
	<ul style="list-style-type: none"> • Count of unregulated care by geography, income, etc. EL-4
	<ul style="list-style-type: none"> • #/% of general plans that include healthy design principles HLTH-3
	<ul style="list-style-type: none"> • The 10 Empower guidelines are incorporated into Quality First rating scale HLTH-3
	<ul style="list-style-type: none"> • Arizona certification process established for children/family centered medical home HLTH-4
	<ul style="list-style-type: none"> • % of families who report that they receive information about services and supports in their community FS&L-1
	<ul style="list-style-type: none"> • %/# of system partners who report a positive change in the development, coordination, and delivery of family services FS&L-2
	<ul style="list-style-type: none"> • %/# of system partners leveraging resources FS&L-2
	<ul style="list-style-type: none"> • % of families actively participating in systems planning efforts (councils, task forces, focus groups, etc.) (% of total number people participating in systems planning efforts) FS&L-2
	<ul style="list-style-type: none"> • Evidence of a comprehensive professional development plan with measurable milestones and a time frame for Arizona PD-1
	<ul style="list-style-type: none"> • Existence of a single statewide articulation agreement that includes early childhood core competencies (same course title, course number and course description) applicable to all colleges and universities PD-1
	<ul style="list-style-type: none"> • # of partner agencies collaborating in the coordination of a family support and literacy professional development system PD-4
	<ul style="list-style-type: none"> • # of cross-agency family support and literacy providers participating in related professional development opportunities PD-4

System Outcome EC SYS	The early childhood system is high quality, child and family centered, coordinated, integrated, and comprehensive.
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FTF Role EC SYS-2	Coordinated Use of Early Childhood System Data – Convene and collaborate with partners to identify data needs and resources; define and carry out roles related to collecting, analyzing, and reporting data; and utilize data to design, develop, plan, and evaluate the early childhood system.
Goals	<ul style="list-style-type: none"> Goal a: Data needed to inform and guide program and policy decisions at the state and local level are available, coordinated, and utilized.

All Indicators	
System Development:	<ul style="list-style-type: none"> # of interagency agreements that allow for the exchange and sharing of data across state, Tribal and other governmental agencies funding or providing early care and education services EL-1
	<ul style="list-style-type: none"> #/% of state/Tribal/other government agencies that participate in an integrated data system for early childhood care EL-1
	<ul style="list-style-type: none"> Evidence of partnership among all agencies to align data collection efforts throughout the early childhood system and across the continuum of programs and services
	<ul style="list-style-type: none"> #/% of statewide programs funding ECE professional development activities that collect similar qualitative and quantitative data regarding ECE professionals moving through the educational continuum PD-1
	<ul style="list-style-type: none"> A method for tracking data about early care and education professionals in Arizona PD-1

FTF Role EC SYS-3	Early Childhood System Evaluation - Provide leadership in the evaluation of the early childhood system and collaborate with partners to utilize the results to foster continuous improvement of the system.
Goals	<ul style="list-style-type: none"> Goal a: There is a comprehensive evaluation of the early childhood system and results are used for continuous improvement of the system.

All Indicators	
System Development:	<ul style="list-style-type: none"> Data is used for continuous improvement and growth of early childhood system
	<ul style="list-style-type: none"> Evaluation of the early childhood system is designed to address the following research questions: 1) are children healthy and ready for school; 2) do families have access to high quality early childhood services; and 3) what impacts do FTF investments have on children and families

System Outcome PA	All Arizonans understand the importance of the early years and the impact of early childhood development, health, and education on Arizona’s economy and quality of life and, as a result, substantially support early childhood development, health, and education both politically and financially.
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FTF Role PA-1	Building Public Awareness and Support - Convene partners, provide leadership, and provide funding for efforts to increase public awareness of and support for early childhood development, health, and early education among partners, public officials, policy makers, and the public.
Goals	<ul style="list-style-type: none"> Goal a: The public is aware of the benefits of investing in early childhood development, health, and early education. Goal b: The public is committed to a unified early childhood policy agenda that benefits young children and their families. Goal c: There is a strong, growing, and mobilized pool of early childhood champions in all sectors.

All Indicators	
System Development:	<ul style="list-style-type: none"> % increase of the perceived importance of early childhood development statewide
	<ul style="list-style-type: none"> % increase of awareness and support for FTF’s mission

FTF Role PA-2	Early Childhood System Funding – Secure, coordinate, and advocate for resources required to develop and sustain the early childhood system.
Goals	<ul style="list-style-type: none"> Goal a: Increase public and private funding to build and sustain the early childhood system.

All Indicators	
System Development:	<ul style="list-style-type: none"> % of state budget allotted to early childhood education EL-1
	<ul style="list-style-type: none"> % of funding for early childhood resulting from new public and/or private partnerships